



FEEDBACK REPORT: 2022-23

**T. K. M. College of Arts and Science
Kollam**



T. K. M. COLLEGE OF ARTS AND SCIENCE, KOLLAM

Internal Quality Assurance Cell

STUDENTS' FEEDBACK REPORT

The Internal Quality Assurance Cell (IQAC) of the T. K. M. College of Arts and Science, in association with the various departments in the college collects students' feedback on syllabus annually. A specified sample from the students in proportionate to the strength of each batch is taken for the study. A well designed and structured questionnaire issued to collect the responses. The objective of the feedback is to analyze the importance and relevance of the syllabus, and how far it has catered to the needs of the academic community. It also tries to evaluate whether the modules in the syllabus are properly sequenced, and the allocation of the classes are in proportionate to the time stipulated. The availability of the syllabus oriented books and e-resources in the library, the functional nature and activity orientation of the syllabus, the competitiveness of the syllabus with the latest advancements in the subject, the syllabus orientation of the internal evaluation system in the college, the values and ethics inculcated by it, and the career orientation of the syllabus are the various aspects, which the study has focused to delve deep with. The report tries to give a clear picture regarding the feedback system of the college through a systematic analysis of the responses of the students on each academic year. The responses on all the nine questions in the questionnaire are analyzed separately.

Students' Feedback Report: 2022-2023

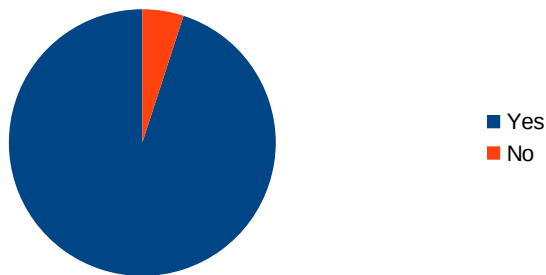
The student feedback of the academic year 2022-23 has been analyzed as given below where the views and opinions of the student about the syllabus are evaluated in detail. The questionnaire contains 12 questions and each question is analyzed.

1. Do you think the syllabus prescribed for study is delivered in a timely manner?



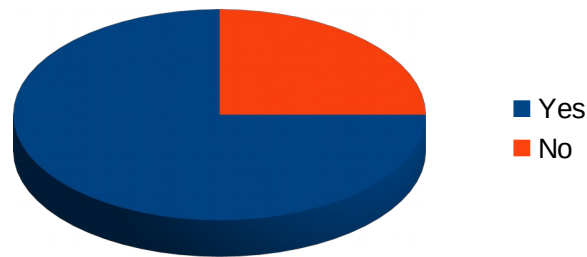
90% of students respond positively, stating that the syllabus is delivered in a timely manner and they are completely satisfied, while the remaining 10% feel that it is not delivered at an appropriate time.

2. Does your institution follow the academic calendar in an effective manner?



Yes, 95% of respondents confirm that our institution effectively follows the academic calendar, while 5% indicate otherwise.

3. Do teachers employ diverse teaching methods in curriculum delivery?



Yes, 85% of respondents affirm that our institution effectively adheres to the academic calendar, while 15% indicate otherwise. The majority agree that our institution successfully maintains the academic calendar, although 15% disagree with this assessment.

4. Does the syllabus, curriculum delivery and teaching-learning process contribute to skill enhancement/employability?



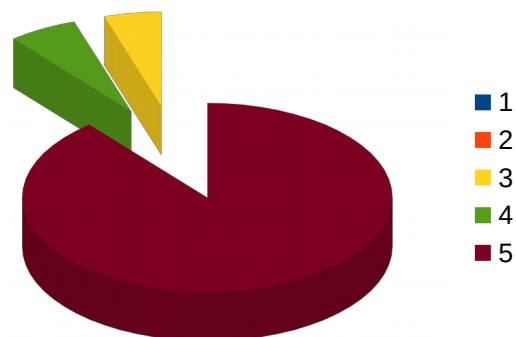
According to 70% of respondents, the syllabus, curriculum delivery, and teaching-learning process significantly contribute to skill enhancement and employability, while 30% hold a differing opinion. The majority believes that the syllabus, curriculum delivery, and teaching-learning process positively impact skill development and employability, although 30% disagree with this perspective.

5. Do faculty members disseminate information about student support mechanisms like scholarship, career counseling etc.?



The majority, comprising 92% of respondents, acknowledges that faculty members play a vital role in sharing information about student support services such as scholarships and career counseling. While 92% of respondents report that faculty members disseminate information about student support mechanisms such as scholarships and career counseling, 8% indicate otherwise.

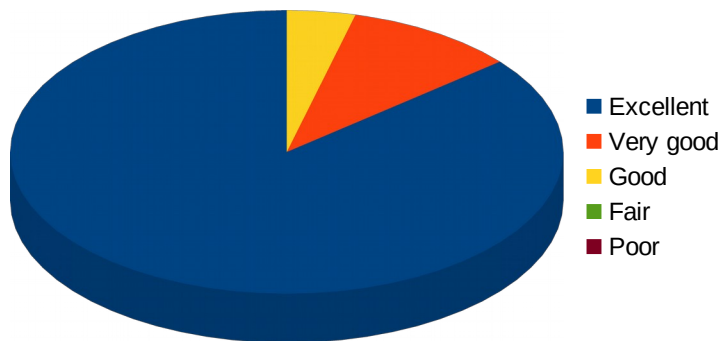
6. How effective is the mentor-mentee/ tutorial system in the college in nurturing your holistic development?



On a scale of 1 to 5, with 1 indicating not effective and 5 indicating highly effective, respondents' ratings for the effectiveness of the mentor-mentee/tutorial system in nurturing holistic development are as follows:

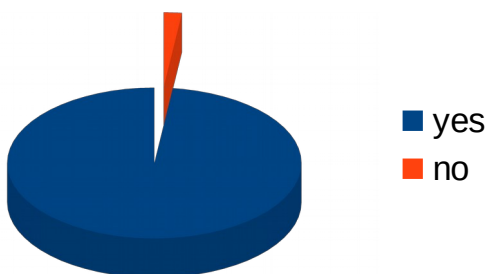
1: 1%,	2:4%,	3:12%,	4:10%,	5: 73%
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7. How will you rate the infrastructure and other facilities provided by your institution?



The overwhelming majority, comprising 86%, perceive the infrastructure and facilities as excellent, indicating a high level of satisfaction. Additionally, 10% rate them as very good, indicating a strong overall positive sentiment. Only a minority, 4%, perceive them as good, while no respondents rated them as fair or poor, suggesting a generally positive perception of the institution's infrastructure and facilities.

8. Does your institution have a transparent and fair grievance redressal mechanism?



The majority, comprising 98%, affirm the presence of a transparent and fair grievance redressal mechanism at our institution. Conversely, only 2% indicate otherwise, suggesting a high level of confidence in the institution's ability to address grievances transparently and fairly.

9. Are the community outreach programmes organized by the college effective in inculcating a civic consciousness?



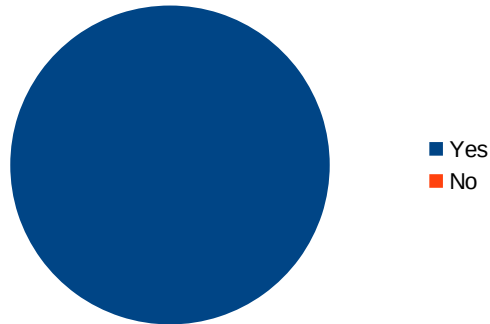
The vast majority recognize the effectiveness of the college's community outreach programs in instilling civic consciousness, a minority, comprising only 24%, hold reservations about their efficacy in this regard. A resounding affirmation from the majority, these community outreach initiatives are perceived as instrumental in fostering a sense of civic duty and engagement among participants, contributing positively to the fabric of society.

10. How often does the college organize programmes aimed at promoting professional ethics, gender sensitivity and environmental consciousness?



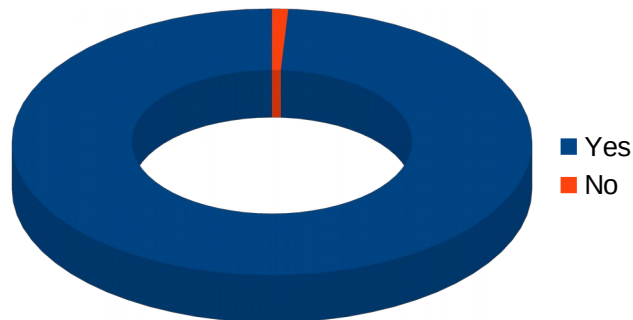
The majority of respondents, comprising 68%, perceive these programs as being organized very often, indicating a strong commitment by the college to promote values of professional ethics, gender sensitivity, and environmental consciousness. Additionally, 32% indicate that such programs are organized often, reflecting a significant emphasis placed on these important issues. There were no respondents who reported that these programs were not organized at all, highlighting a proactive approach by the college in addressing these crucial aspects of education and societal development.

11. Do you think the college campus is women-friendly?



All respondents unanimously perceive the college campus as women-friendly, indicating a strong endorsement of the institution's efforts to create a safe and inclusive.

12. Does the institution promote your participation in sports, cultural and other extra curricular events?



The majority, comprising 99% of respondents, believe that the institution actively promotes their participation in sports, cultural, and other extracurricular events. Conversely, only 1% indicate otherwise, suggesting a high level of support and encouragement from the institution in fostering student engagement beyond academics.

Suggestions

- Provide more attention on internal mentoring
- Arrange more remedial classes
- Arrange more focus on practical learning
- Organize national and international seminars



T. K. M. COLLEGE OF ARTS AND SCIENCE, KOLLAM

Internal Quality Assurance Cell

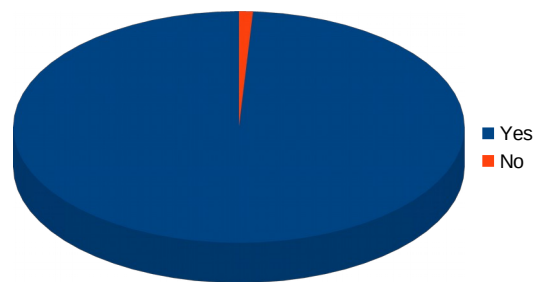
TEACHERS' FEEDBACK REPORT

The Internal Quality Assurance Cell (IQAC) of the T. K.M. College of Arts and Science, in association with the various departments in the college, collects teachers' feedback on syllabus annually. Samples from all the department are taken for the study. A well designed and structured questionnaire is used to collect the responses. The objective of the feedback is to analyze the importance and relevance of the syllabus, and how far it has catered to the needs of the academic community. It also tries to evaluate whether the modules in the syllabus are properly sequenced, and the allocation of the classes are in proportionate to the time stipulated. The availability of the syllabus-oriented books and e-resources in the library, the functional nature and activity orientation of the syllabus, the competitiveness of the syllabus with the latest advancements in the subject, the syllabus orientation of the internal evaluation system in the college, the values and ethics inculcated by it, and the career orientation of the syllabus are the various aspects the study has focused to delve deep with the report tries to give a clear picture regarding the feedback system of the college through a systematic analysis of the responses of the teachers on each academic year. The responses on all the nine questions in the questionnaire are analyzed separately.

Teachers' Feedback Report: 2022-23

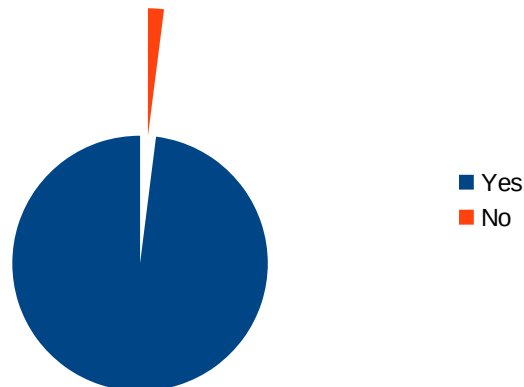
The teachers' feedback of the academic year 2021-22 has been analyzed as given below where the views and opinions of the teacher about the syllabus are evaluated in detail. The questionnaire contains 10 questions and each question is analyzed.

1. Do you think the syllabus prescribed for study is delivered in a timely manner?



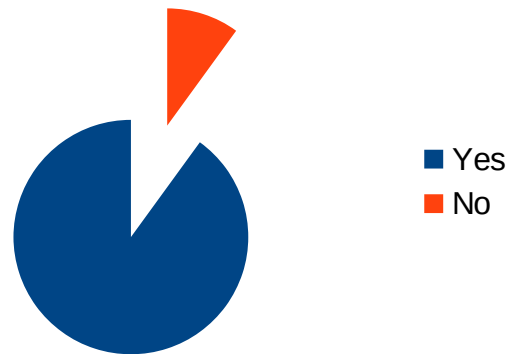
99% of students respond positively, stating that the syllabus is delivered in a timely manner and they are completely satisfied, while the remaining 1% feel that it is not delivered at an appropriate time.

2. Does your institution follow the academic calendar in an effective manner?



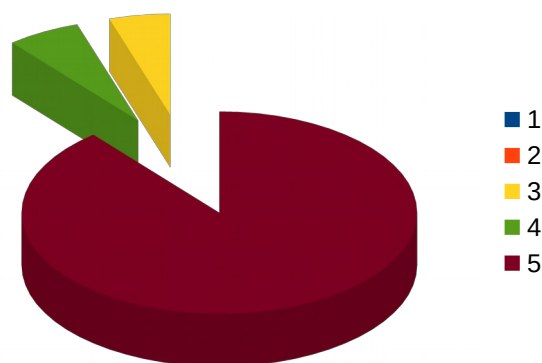
98% of respondents confirm that our institution effectively follows the academic calendar, while 2% indicate otherwise.

3. Does the syllabus, curriculum delivery and teaching-learning process contribute to skill enhancement/employability?



According to 90% of respondents, the syllabus, curriculum delivery, and teaching-learning process significantly contribute to skill enhancement and employability, while 10% hold a differing opinion. The majority believes that the syllabus, curriculum delivery, and teaching-learning process positively impact skill development and employability, although 10% disagree with this perspective.

4. How effective is the mentor-mentee/ tutorial system in the college in nurturing your holistic development?

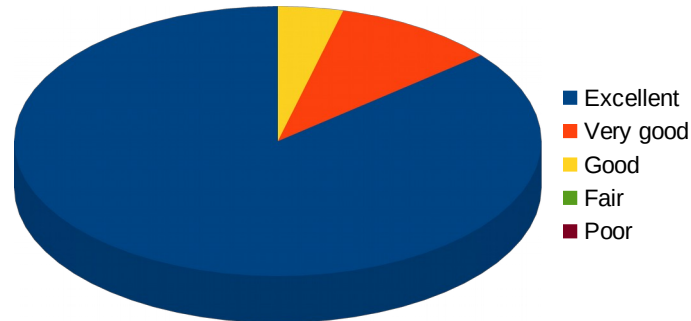


On a scale of 1 to 5, with 1 indicating not effective and 5 indicating highly effective, respondents'

ratings for the effectiveness of the mentor-mentee/tutorial system in nurturing holistic development are as follows:

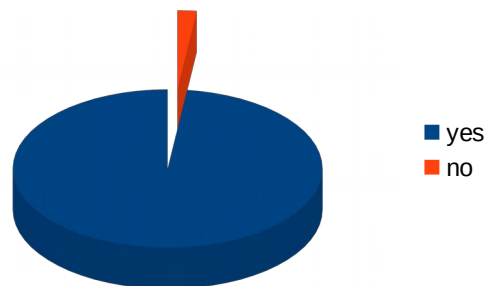
1: 0%,	2:0%,	3:5%,	4:6%,	5: 89%
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5. How will you rate the infrastructure and other facilities provided by your institution?



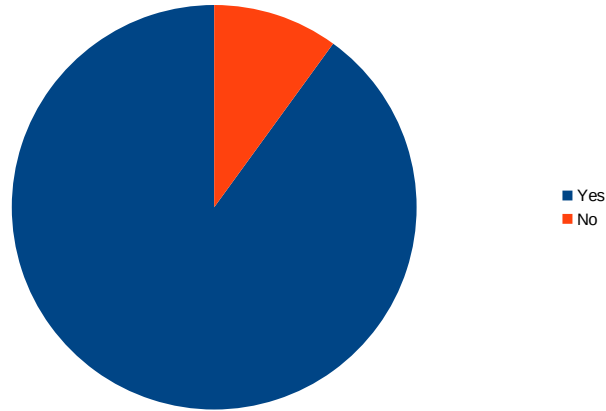
The overwhelming majority, comprising 86%, perceive the infrastructure and facilities as excellent, indicating a high level of satisfaction. Additionally, 10% rate them as very good, indicating a strong overall positive sentiment. Only a minority, 4%, perceive them as good, while no respondents rated them as fair or poor, suggesting a generally positive perception of the institution's infrastructure and facilities.

6. Does your institution have a transparent and fair grievance redressal mechanism?



The majority, comprising 99%, affirm the presence of a transparent and fair grievance redressal mechanism at our institution. Conversely, only 1% indicate otherwise, suggesting a high level of confidence in the institution's ability to address grievances transparently and fairly.

7. Are the community outreach programmes organized by the college effective in inculcating a civic consciousness?



The vast majority recognize the effectiveness of the college's community outreach programs in instilling civic consciousness, a minority, comprising only 10%, hold reservations about their efficacy in this regard. A resounding affirmation from the majority, these community outreach initiatives are perceived as instrumental in fostering a sense of civic duty and engagement among participants, contributing positively to the fabric of society.

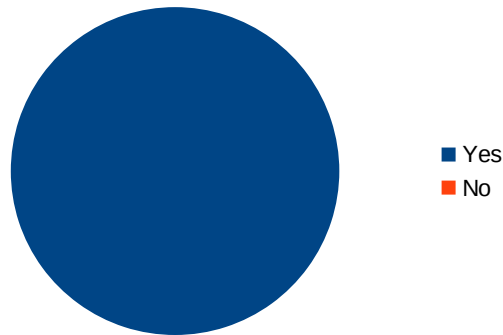
8. How often does the college organize programmes aimed at promoting professional ethics, gender sensitivity and environmental consciousness?



The majority of respondents, comprising 80%, perceive these programs as being organized very

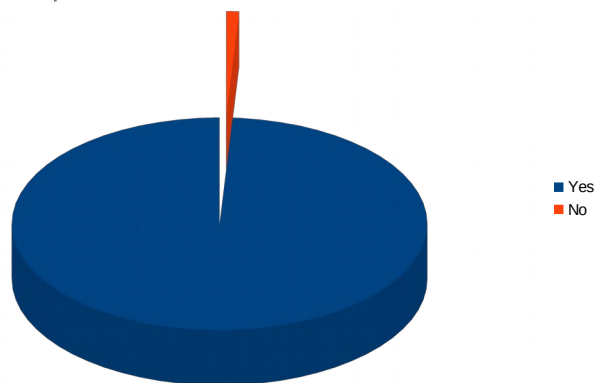
often, indicating a strong commitment by the college to promote values of professional ethics, gender sensitivity, and environmental consciousness. Additionally, 20% indicate that such programs are organized often, reflecting a significant emphasis placed on these important issues. There were no respondents who reported that these programs were not organized at all, highlighting a proactive approach by the college in addressing these crucial aspects of education and societal development.

9. Do you think the college campus is women-friendly?



All respondents unanimously perceive the college campus as women-friendly, indicating a strong endorsement of the institution's efforts to create a safe and inclusive.

10. Does the institution promote participation in sports, cultural and other extra curricular events?



The majority, comprising 99% of respondents, believe that the institution actively promotes their participation in sports, cultural, and other extracurricular events. Conversely, only 1% indicate otherwise, suggesting a high level of support and encouragement from the institution in fostering student engagement beyond academics.

Suggestions

- Provide personality development training
- Initiate steps to make Learning Outcomes realistic, clear and specific.
- Help students to use learn from online resource
- Arrange soft skill training for the students



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Internal Quality Assurance Cell

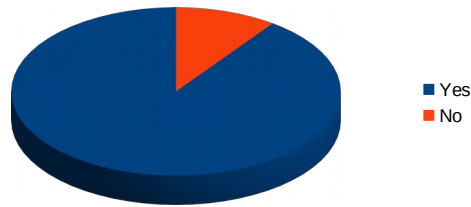
ALUMNI FEEDBACK REPORT

The Internal Quality Assurance Cell (IQAC) of the T.K.M. College of Arts and Science, in association with the alumni associations of the college, collects alumni feedback on syllabus and the facilities provided by the college. A specified sample is taken for the analysis. A well designed and structured questionnaire is used to collect the responses. The members of the alumni associations are given an opportunity to evaluate the syllabus in view of the overall development in job knowledge/competency.

Alumni Feedback Report: 2022-23

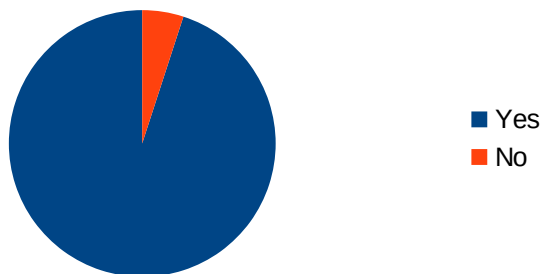
The alumni feedback of the academic year 2022-23 has been analyzed as given below where views and opinions, in detail, of the alumni about the syllabus are scrutinized. The questionnaire circulated contains 12 questions and each one is analyzed.

1. Do you think the syllabus prescribed for study is delivered in a timely manner?



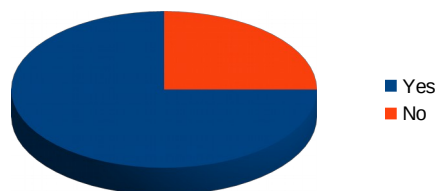
90% of students respond positively, stating that the syllabus is delivered in a timely manner and they are completely satisfied, while the remaining 10% feel that it is not delivered at an appropriate time.

2. Does your institution follow the academic calendar in an effective manner?



Yes, 96% of respondents confirm that our institution effectively follows the academic calendar, while 4% indicate otherwise.

3. Do teachers employ diverse teaching methods in curriculum delivery?



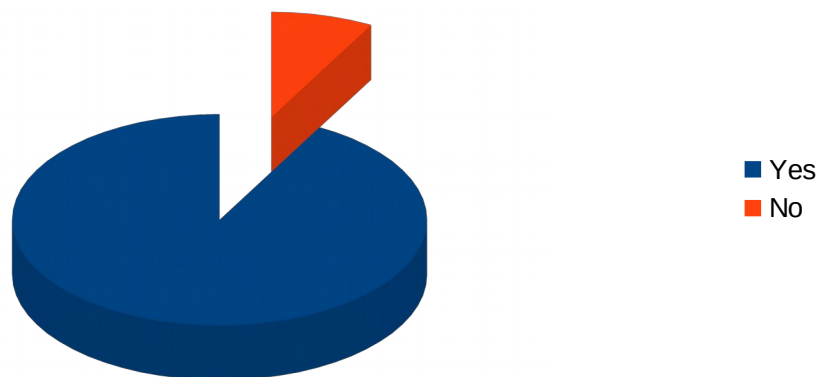
Yes, 83% of respondents affirm that our institution effectively adheres to the academic calendar, while 17% indicate otherwise. The majority agree that our institution successfully maintains the academic calendar, although 17% disagree with this assessment.

4. Does the syllabus, curriculum delivery and teaching-learning process contribute to skill enhancement/employability?



According to 65% of respondents, the syllabus, curriculum delivery, and teaching-learning process significantly contribute to skill enhancement and employability, while 35% hold a differing opinion. The majority believes that the syllabus, curriculum delivery, and teaching-learning process positively impact skill development and employability, although 35% disagree with this perspective.

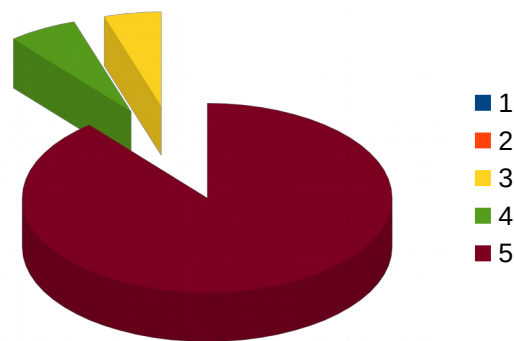
5. Do faculty members disseminate information about student support mechanisms like scholarship, career counseling etc.?



The majority, comprising 90% of respondents, acknowledges that faculty members play a vital role

in sharing information about student support services such as scholarships and career counseling. While 90% of respondents report that faculty members disseminate information about student support mechanisms such as scholarships and career counseling, 10% indicate otherwise.

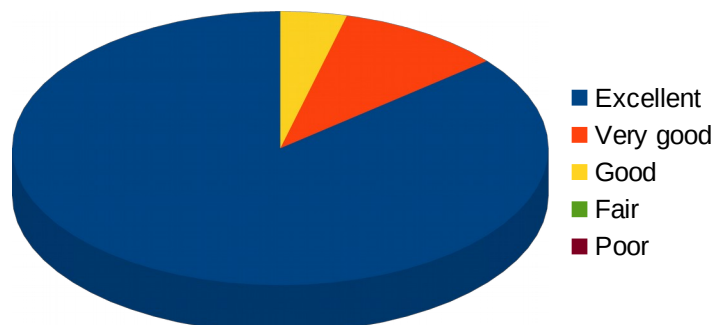
6. How effective is the mentor-mentee/ tutorial system in the college in nurturing your holistic development?



On a scale of 1 to 5, with 1 indicating not effective and 5 indicating highly effective, respondents' ratings for the effectiveness of the mentor-mentee/tutorial system in nurturing holistic development are as follows:

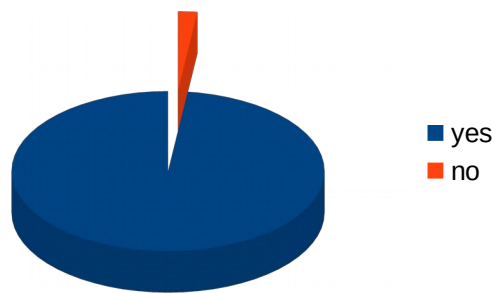
1: 1%, 2:4%, 3:12%, 4:10%, 5: 73%

7. How will you rate the infrastructure and other facilities provided by your institution?



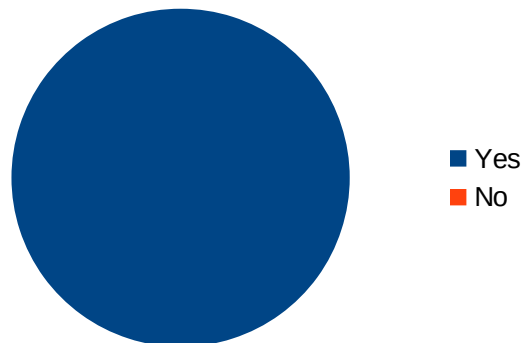
The overwhelming majority, comprising 85%, perceive the infrastructure and facilities as excellent, indicating a high level of satisfaction. Additionally, 10% rate them as very good, indicating a strong overall positive sentiment. Only a minority, 5%, perceive them as good, while no respondents rated them as fair or poor, suggesting a generally positive perception of the institution's infrastructure and facilities.

8. Does your institution have a transparent and fair grievance redressal mechanism?



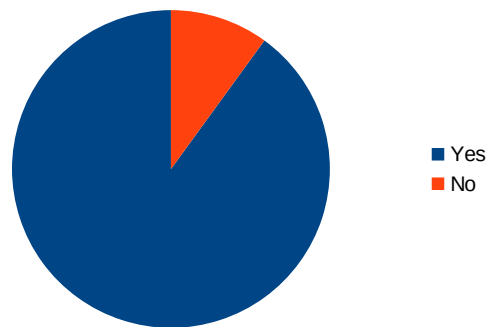
The majority, comprising 99%, affirm the presence of a transparent and fair grievance redressal mechanism at our institution. Conversely, only 1% indicate otherwise, suggesting a high level of confidence in the institution's ability to address grievances transparently and fairly.

9. Do you think the college campus is women-friendly?



All respondents unanimously perceive the college campus as women-friendly, indicating a strong endorsement of the institution's efforts to create a safe and inclusive.

10. Are the community outreach programmes organized by the college effective in inculcating a civic consciousness?



The vast majority recognize the effectiveness of the college's community outreach programs in instilling civic consciousness, a minority, comprising only 24%, hold reservations about their efficacy in this regard. A resounding affirmation from the majority, these community outreach initiatives are perceived as instrumental in fostering a sense of civic duty and engagement among participants, contributing positively to the fabric of society.

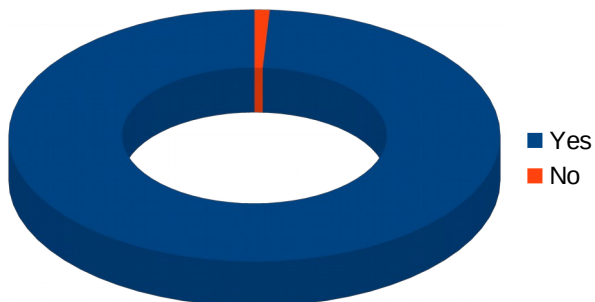
10. How often does the college organize programmes aimed at promoting professional ethics, gender sensitivity and environmental consciousness?



The majority of respondents, comprising 68%, perceive these programs as being organized very often, indicating a strong commitment by the college to promote values of professional ethics, gender sensitivity, and environmental consciousness. Additionally, 32% indicate that such programs are organized often, reflecting a significant emphasis placed on these important issues. There were no

respondents who reported that these programs were not organized at all, highlighting a proactive approach by the college in addressing these crucial aspects of education and societal development.

12. Does the institution promote your participation in sports, cultural and other extra curricular events?



The majority, comprising 99% of respondents, believe that the institution actively promotes their participation in sports, cultural, and other extracurricular events. Conversely, only 1% indicate otherwise, suggesting a high level of support and encouragement from the institution in fostering student engagement beyond academics.

Suggestions

- Conduct workshops/symposia to teacher to effectively use LMS platforms for online learning.
- Try to include more value-added courses to impart transferable skills
- Organize field trips to instill practical knowledge in students
- Form groups of students to engage in social service activities



T. K. M. COLLEGE OF ARTS AND SCIENCE, KOLLAM

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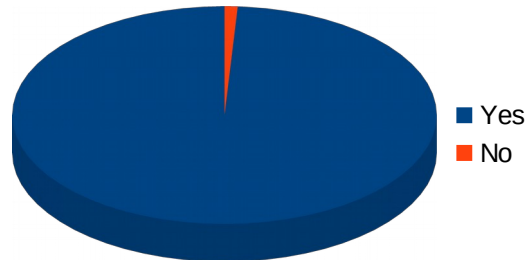
EMPLOYER FEEDBACK REPORT

The Internal Quality Assurance Cell (IQAC) of the T.K.M. College of Arts and Science, in association with the placement cell of the college, collects employer feedback on syllabus and the facilities provided by the college. A specified sample is taken for the analysis. A well designed and structured questionnaire issued to collect the responses. The employers are given an opportunity to evaluate the syllabus in view of the overall development in job knowledge/competency of the employee employed.

Employer Feedback Report: 2022-2023

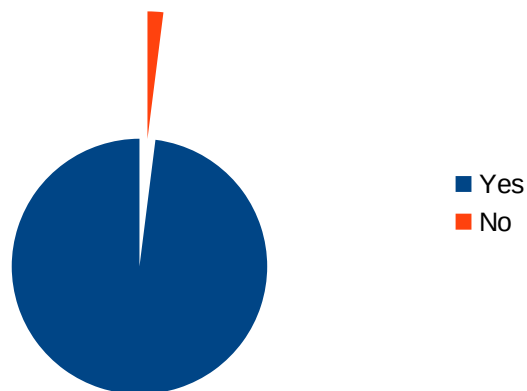
The employer feedback of the academic year 2020-21 has been analyzed as given below where the views and opinions of the employer about the syllabus are evaluated in detail. The questionnaire contains 10 questions and each question is analyzed.

1. Do you think the syllabus prescribed for study is delivered in a timely manner?



98% of students respond positively, stating that the syllabus is delivered in a timely manner and they are completely satisfied, while the remaining 2% feel that it is not delivered at an appropriate time.

2. Does your institution follow the academic calendar in an effective manner?



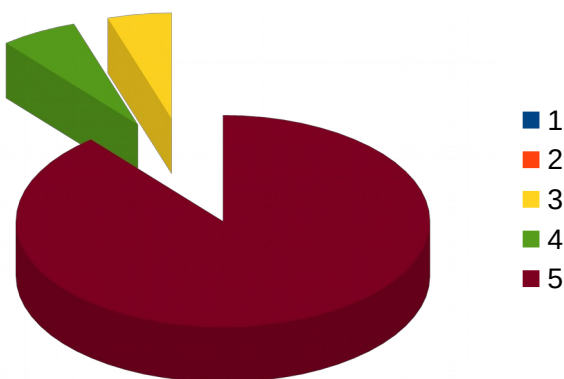
97% of respondents confirm that our institution effectively follows the academic calendar, while 3% indicate otherwise.

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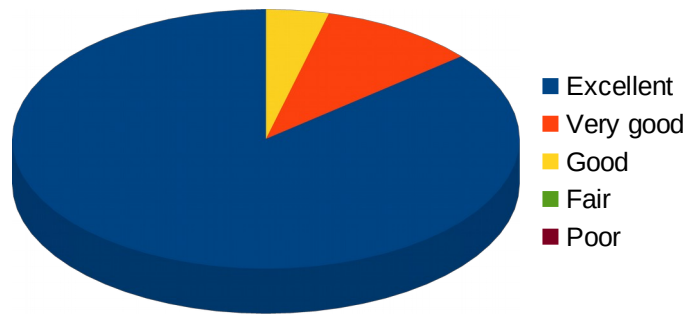
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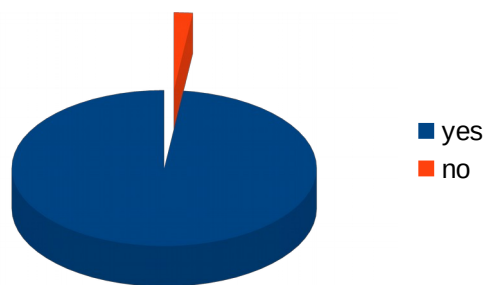
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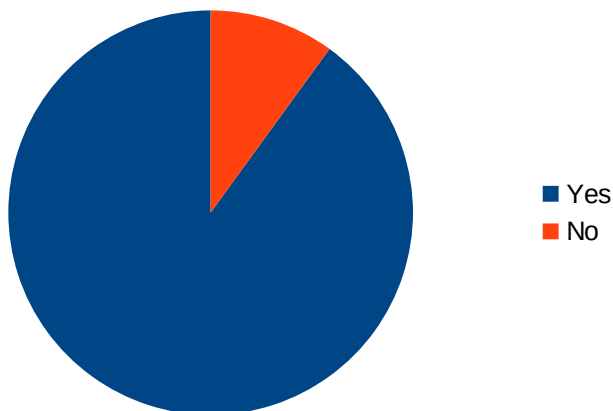
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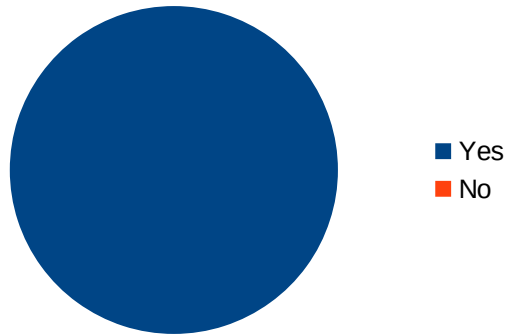
8. How often does the college organize programmes aimed at promoting professional ethics, gender sensitivity and environmental consciousness?



The majority of respondents, comprising 80%, perceive these programs as being organized very often, indicating a strong commitment by the college to promote values of professional ethics, gender sensitivity, and environmental consciousness. Additionally, 20% indicate that such programs are

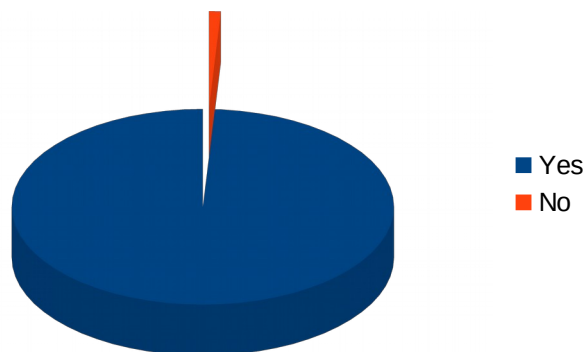
organized often, reflecting a significant emphasis placed on these important issues. There were no respondents who reported that these programs were not organized at all, highlighting a proactive approach by the college in addressing these crucial aspects of education and societal development.

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10. Does the institution promote participation in sports, cultural and other extra curricular events?



The majority, comprising 99% of respondents, believe that the institution actively promotes their participation in sports, cultural, and other extracurricular events. Conversely, only 1% indicate otherwise, suggesting a high level of support and encouragement from the institution in fostering student engagement beyond academics.

Suggestions

- Help students to use learn from online resource
- Arrange soft skill training for the students
- Provide personality development training

